CONTENTS OF VOLUME 53

Volume 53 No. 1 2003

Information for authors 1–2

ANNA SIERPINSKA / Editorial 3-4

VIVIANE DURAND-GUERRIER / Which notion of implication is the right one? From logical considerations to a didactic perspective 5–34

RICHARD BARWELL / Patterns of attention in the interaction of a primary school mathematics student with English as an additional language 35–59

LOU EDWARD MATTHEWS / Babies overboard! The complexities of incorporating culturally relevant teaching into mathematics instruction 61–82

Instructions for Authors 83–90

Volume 53 No. 2 2003

MICHAEL N. FRIED and MIRIAM AMIT / Some reflections on mathematics classroom notebooks and their relationship to the public and private nature of student practices 91–112

WIM VAN DOOREN, DIRK DE BOCK, FIEN DEPAEPE, DIRK JANSSENS and LIEVEN VERSCHAFFEL / The illusion of linearity: Expanding the evidence towards probabilistic reasoning 113–138

DAVID HOUSMAN and MARY PORTER / Proof schemes and learning strategies of above-average mathematics students 139–158

DAVID PIMM and DAVID WAGNER / Investigation, mathematics education and genre: An essay review of Candia Morgan's *Writing Mathematically: The Discourse of Investigation* 159–178

Volume 53 No. 3 2003

STEPHEN J. PAPE, CLARE V. BELL and İFFET ELIF YETKIN / Developing mathematical thinking and self-regulated learning: A teaching experiment in a seventh-grade mathematics classroom 179–202

MICHAEL OTTE / Complementarity, sets and numbers 203–228

MIROSLAWA SAJKA / A secondary school student's understanding of the concept of function – A case study 229–254

RICARDO CANTORAL and ROSA M. FARFÁN / Mathematics education: A vision of its evolution 255–270

FRANK UHLIG / Author's response to the comments on 'The role of proof in ... teaching ... elementary linear algebra' 271–274

Volume Contents 275–276